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A three-year study of the orientation of immigrant transient children was initiated in September, 1960. Part one gives an overview of the project for the school year 1960-61. It reviews the organization of the orientation classes, the inservice program, community orientation, and reports of special services given to the project classes. Part two contains examples of curriculum units that proved successful in orienting the immigrant transient children to the school and the community. Included for each unit are lists of books, films, and instructional materials which were found helpful.

The curriculum is determined by the academic, social, and emotional needs of the children enrolled. The most common academic need is the ability to read and write at a level commensurate with pupil age and interest. Small group or individual instruction is most effective. The unit approach in social studies, health, and science provides group experiences. Field trips into the community provide bases for unit study and can become the core for the curriculum through which basic skills, understandings, and attitudes can be taught. Social behavior units develop important everyday living courtesies involved in eating breakfast, attending a birthday party, or giving a tea party for parents.

Detailed handling of such units is given and the schedules point out opportunities for integration of the several content areas. Sections are devoted to development of classroom climate and methods by which a teacher plans the school day. Both are important phases of the educational program for orientation classes.

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# ORIENTATION CLASSES FOR IN-MIGRANT - TRANSIENT CHILDREN

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## First Report - Part Two
## School Year 1960-61
## Milwaukee Public Schools

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

8J640

# Orientation Classes for In-Migrant Transient Children

## SOME CURRICULUM PROVISIONS

A FIRST REPORT, PART 11

1960–1961

MILWAUKEE PUBLIC SCHOOLS

December, 1961

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

ED002694

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# PREFACE

Milwaukee is one of ten or more major cities involved in the Great Cities School Improvement Program subsidized by the Ford Foundation Fund. Upon the authorization of the Board of School Directors, the Milwaukee Public Schools joined this program in September, 1960. At that time, a three-year study of the orientation of in-migrant-transient children was initiated.

Part One of the first report gives an overview of the project for the school year 1960-1961. It reviews the organization of the orientation classes, the in-service program, community orientation, and reports of the special services given to the project classes.

This report, Part Two, contains examples of curriculum units that proved successful in orienting the in-migrant-transient children to the school and the community. Included also are lists of books and instructional materials which the teachers in the centers found very helpful. It is not intended that this report include all the curriculum units carried on in the six centers. A sampling was taken to point up how teachers adapt the curriculum to the needs of the boys and girls.

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MILWAUKEE PUBLIC SCHOOLS PROJECT

CURRICULUM PLANNING FOR ORIENTATION CLASSES

Among the propositions to be tested in this study of orientation classes for in-migrant and transient children is one specifically related to the educational program and the curriculum. As stated in the project proposal, it is as follows:

> "That an educational program specifically designed to meet the special needs of these children can best be accomplished in special classes."

In each of the orientation centers the curriculum is determined by the needs of the children enrolled. The needs are many -- academic, social, and emotional. The most common academic need is the ability to read and write at a level commensurate with their age and interest. Many children enter these classes unable to read at a primer level and not adept in handwriting. Teaching these practical skills becomes one of the most important tasks for the teacher. In the skills area, teaching is most effective in small groups or individualized.

The unit approach in social studies, health, and science stimulates purposeful reading, writing, and speaking. The center of interest provides the unifying factor for the group experiences as children participate at their levels. The individual pupil can follow his particular interest, can read material suited to his reading ability, and can contribute to the general class discussion what he has discovered. Not only does a pupil share the information he gathers, but in turn he gains from his classmates additional information and sometimes inspiration which may later become new interest leads for him.

The field trip into the community provides an excellent basis for unit study for these in-migrant-transient children. It can become the core for the curriculum through which the basic skills, understandings, and attitudes can be taught.

This report, therefore, includes three very different field trips to show what learning can take place. They are: a trip to a neighborhood business area, a trip to a forest including a tree planting, and a visit to the public library. Although the over-all objectives of these field trips may seem to be the same, each one sets up specific objectives to develop in these children certain attitudes, understandings, and appreciations.

While social behavior is an important part of all field trips, several shorter units are described to show what can be done in the classroom to develop those behaviors so important to everyday living -- how to ride a bus, table manners involved in eating a breakfast, and social courtesies to guests at a parent tea party.

A puppet theater is included to show what can be done to help these boys and girls gain confidence in speaking and reading before the class. Such an activity is of great interest to children and offers fine handicraft possibilities.

The units included in this report point up wonderful opportunities for the integration of the several content areas -- social studies, science, and health. They also indicate the opportunities for the acquisition and development of the skills of reading, writing, speaking, and listening.

The classroom climate and how a teacher plans the school day for herself and with her children are important phases of the educational program for these orientation classes. Because of their significance, they are included in this report of curriculum activities.

## CLASSROOM CLIMATE

Children will respond favorably to instruction in a classroom that is attractive and that stimulates them to explore, create, and learn and that promotes happy living together. The human relationships that exist in the classroom also influence its tone. Good human relationships between teachers and pupils are caught, not taught. They are the result of working and planning together in a happy, healthful atmosphere. Sympathetic understanding, friendliness, and acceptance of each child by the teacher can do much to create a favorable learning environment. In such an atmosphere children will be free to experiment, to make mistakes, and to learn. When children are interested, the best learning takes place.

The chart that follows gives specific suggestions to teachers in developing the classroom climate conducive to learning and social growth. This material has been drawn from a report made by the Committee for the Educationally Underprivileged that worked for several years previous to establishment of this project.

| CLASSROOM CLIMATE | HELPFUL CLASSROOM TECHNIQUES |
|---|---|
| In order to help children feel secure, teachers will need to<br>- Accept all children.<br>- Greet youngsters with a smile.<br>- Take children where they are and help them to progress.<br>- Keep competition at a minimum.<br>- Be consistent.<br>- Be sincere.<br>- Praise children for their efforts and achievements.<br>- Develop friendly working relationships among children.<br>- Recognize small signs of progress and growth.<br>- Have patience.<br>- Set standards of neatness and orderliness.<br>- Take time to listen to children. | Plan a balanced daily program<br>- Organize the school day and its work periods so that children feel secure -- know what to do and how to do it.<br>- Set a daily routine. Explain reasons for any change in the schedule.<br>- Arrange large blocks of time for work.<br>- Follow-up with explanations of what is to be done at least twice each day.<br>- Arrange program so that children who are out of the room do not lose continuity of learning experience.<br>- Summarize some of the learning activities of the day. |
| Children can help develop rules. The making of a rule will not automatically guarantee its smooth operation. Provision should be made for follow-up discussion and evaluation. Children need to be helped to gain a sense of responsibility toward the rules they developed. | Plan rules as they are needed. Realize that teacher guidance is important as children plan rules for living and working together.<br>- Acquaint students with general rules which will be needed for the entire semester. (Then introduce new ones as they are needed.)<br>- In each case show children the <u>why</u> of formulating these regulations.<br>- Instill growth in self-discipline.<br>- Plan evaluation for group efficiency of established rules.<br>- Encourage self-evaluation in terms of cooperation with the group. Recognize achievement of children and teach them to look for and value growth in themselves and others.<br><u>Example</u>:<br>Self-evaluation at end of day or end of week gives the children a chance to really think why we follow rules. They can determine if they have been good citizens. |
| Teachers will need to be forward looking. Children cannot be counted upon to meet a new situation with good judgment if they have never had experience with it before. It is much more difficult to eliminate a bad pattern once formed than it is to build a good one. | Anticipate with class a wise way to meet a situation in advance of its happening.<br>- Anticipate problems to be met during air raid and fire drills. (Have a trial run-through and discuss standards to be met.) |

| CLASSROOM CLIMATE | HELPFUL CLASSROOM TECHNIQUES |
|---|---|
| | - Plan an efficient dismissal system.<br>- Plan together for clean-up after an activities period.<br>- Plan for an efficient distribution of supplies.<br>- Plan carefully the work with youngsters. (Be patient with introductory details.)<br>- Prepare children for working independently. (This is a step-by-step process.)<br>- Develop with children the habit of entering room in quiet manner.<br>Example:<br>8:30 -- Children come into room, read directions on chalkboard, and are able to begin work "on their own."<br>1:30 -- Children come into room and rest for a few minutes before work. |
| To become responsible human beings, they must at some time be given responsibility. Children do not develop a sense of responsibility without training. | Involve children both as individuals and as a group in the task of helping other children.<br>Example:<br>Children new to the class or children with problems.<br>- Make children responsible for showing newcomer around the school. Acquaint him with the following:<br>Time schedules for recesses, school opening, and dismissals<br>Entering correct door<br>Supplies in room<br>Location of lavatories<br>Playground regulations<br>(Arrange to have helper remain with child until he has become adjusted to the new situation.)<br>- Assist group to assume responsibility for helping a classmate learn self-control. |
| A child needs at some time to feel himself in a one-to-one relationship with the teacher. He needs to know where he stands; so don't be interested in him one time and brush him aside the next. | Take time to listen to children.<br>- Set aside a certain time every day for conferring with children who need help with their problems. Plan a course of action with them for solving their problems, special help periods, for example. |

| CLASSROOM CLIMATE | HELPFUL CLASSROOM TECHNIQUES |
|---|---|
| | - Plan with child a simplified program of review work if his problem is one of academic adjustment.<br>- Make some plans with him for working toward a solution of his problem if his difficulty is one of inter-personal relations.<br>- Arrange with him for conference time in which to evaluate his progress.<br>- Determine new points of attack when need for change is indicated.<br>- Help him to know that your interest in his growth is sincere.<br>- Encourage him to believe in himself. |
| He needs to feel a kind of partnership with the teacher in his growing. There is a need to plan his steps for improvement. | Evaluate his successes with him at regularly scheduled intervals. Praise him for his effort as well as for achieving. Recognize even small signs of growth. Teach him to be honest in assessing achievement.<br>- Let child talk out his problems. Be a good listener.<br>- Offer suggestions in the form of lead questions. (What would you think of _____?, or Might it be well to try this _____?)<br>- Encourage individual child's appraisal of particular strengths.<br>- Interpret child's report card with him. |
| Every child needs to have some experience with success. Be patient with him and teach him to be patient with himself.<br><br>Children need help to identify their goals, and the goals need to be within reach. They grow in their own self-esteem if attention can be focused on their successes. | A child needs to have realistic standards of achieving to be happy with some progress but not content until he has made more. If he is a slow achiever, he should strive for modest, short-term goals.<br>- Individualize assignments for the slow learner.<br>- Keep "slow-learning" reading group small for individual attention and maximum learning.<br>- Cut down expectation of spelling load.<br>- Simplify approach to arithmetic. Introduce repetitive experiences. Use manipulative materials.<br>- Have flexible standards depending upon ability of the individual student. |

| CLASSROOM CLIMATE | HELPFUL CLASSROOM TECHNIQUES |
|---|---|
| | - Recognize and help him direct his ambition.<br>- Provide the bright student with opportunities for tasks and lessons that are challenging for him.<br>- Keep an accumulative folder of his own work individually (by appointment) -- showing him the progress he is making. Show him how he can improve.<br>- Suggest tasks in some interesting way.<br>How would you solve this problem?<br>What information do you need?<br>Where can you get the information?<br>Do what the sign says.<br>Name this tune.<br>Where am I? (Place -- geography puzzler)<br>Here is a clue. |
| There is something exceptionally satisfying for children in being a participant in a group endeavor. | Develop friendly working relations among children through having them undertake projects in small groups.<br>- Introduce group work in carefully graded experience.<br>- Stronger students can approach committee work in science and social studies. Teacher must take time to teach them how.<br>- Allow youngsters to participate in activities enabling them to achieve in the eyes of their group.<br>- Arrange for a wide range of activities. Through play, one has the most opportune way of getting to know and understand a child and his problems.<br>Example:<br>Plans made for a field trip should be divided in small groups. Everyone gets a chance to participate as reports are made and plans carried out. Encourage participation in classroom clubs, safety cadets, milk monitors, operators' club, and office monitors. |
| Individual abilities in a particular area should be capitalized on. A teacher should recognize individual abilities in children and should capitalize on the positive. | Special abilities, which children possess, are evidenced during primary school. Other children recognize these talents and often exhibit great pride in a classmate's special talent for some task. Encourage a pooling of these resources as children work together on some speical project. |

| CLASSROOM CLIMATE | HELPFUL CLASSROOM TECHNIQUES |
|---|---|
| | - Draw out talents of each child and direct them to areas in which he can contribute.<br>- Pool efforts to develop a class book summary of social studies unit. Some children write the stories, some illustrate the stories, and still another group arrange the work and put the book together.<br>- Collaborate at intermediate level in giving a class program.<br>Child with talent in art, assist in planning backdrop for stage when play is to be performed.<br>Child who interprets well, contributes to the dramatic work.<br>Child with writing skill, work out the dialogue or contribute to a class paper.<br>Child who sings well, participate in chorus.<br>Child with sense of rhythm, work out a dance interpretation. |
| There should be classroom activities that promote responsibility for leadership. | Experience with a leadership role helps develop the ability to lead in children. Some attempt should be made to broaden the base of leadership as children work together through interchanging roles.<br>Example:<br>- Give child an opportunity to act as a chairman. Put it on a rotating basis.<br>- Delegate responsibility for planning special projects.<br>- Rotate leadership to broaden the base of leadership. Experiences in being school or classroom officers. |

Physical setup of the classroom

The physical setup of the classroom should be functional, so arranged that the equipment can be used to the children's best interest and needs.

Provision should be made for interest centers, such as science, social studies, arithmetic, and library reading. Such centers might include exhibits of children's collections, models, specimens, manipulative materials for arithmetic, and magazines and books for research or independent reading. However, not all of these centers need to be set up at one time.

Bulletin boards

Bulletin boards which have been carefully planned and attractively arranged add to the appearance of the room and serve as an excellent teaching-learning device. In making use of the bulletin board in the classroom, teachers should

-- Relate displays to the on-going activities of the classroom, the season, or current holidays.

-- Encourage children to bring in pertinent material.

-- Use questions or titles under pictures to arouse children's interest and to direct their observation.

-- Plan exhibits as a learning experience for children -- organization of materials, artistic spacing, color arrangement.

-- Keep displays up only as long as they contribute to the activity in progress or are appropriate for the season.

-- Use flannel boards to supplement inadequate bulletin board space. (Materials to make such boards can be requisitioned from the Audio-Visual Aids Department.)

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## THE SCHOOL DAY

A teacher's recognition of the needs, interests, and range of abilities of children in the intermediate class is reflected in the way he programs the school day and week. How he pre-plans for daily and weekly programs and plans with the pupils is very important to their well-being and to the kinds of learning experiences which take place in the classroom.

In order to give children a feeling of security and a sense of direction and progress, a plan or schedule is necessary. Of course, this plan will be flexible; no two days will need to be exactly alike. How the time is distributed will be determined by the activities of an on-going unit of work, special planning for learning experiences, or the motivation and teaching of a new process.

## Suggested Daily Program

| Approximate Time Schedule | What Might Take Place |
|---|---|
| 8:30 - 9:00 -- Special Help Time | - Helping individual children with specific difficulties<br>- Working with small groups<br>- Counseling with children to help them with personal or social problems (keeping clean, "bossiness," shyness)<br>- Conferrring with parents, nurse, principal<br>- Providing and arranging materials and aids for classroom use<br>- Putting something on the chalkboard which will give children a familiar start for the day, keeping in mind something easy enough for all the children as well as a challenge for them (Can You Do This? -- Do What the Sign Says, etc.) |
| 9:00 - 9:15 -- Routine Duties | - Children can start the familiar chalkboard work upon reaching their desks<br>- Exchange news of the day<br>- Taking attendance<br>- Collecting money for milk, lunches, sales items, etc. |
| 9:15 - 9:30 -- Teacher-Pupil Planning | - Plan for the day with children using such titles as:<br>Things To Do Today<br>Unfinished Work<br>Work To Do While I Wait My Turn<br>- Planning to develop, improve, and extend skills<br>- Planning for independent and group projects |
| 9:30 - 10:30 -- Language Arts<br>Individual and group reading instruction<br>Oral and written expression | - Purposeful classroom activities<br>- Writing sentences using words children suggest describing the day, a field trip, an experience, etc.<br>- Writing a new ending to a story<br>- Independent reading |

| Approximate Time Schedule | What Might Take Place |
|---|---|
| | - Writing down the words which are unknown from a selected reading<br>- Making booklets<br>Words I Know<br>Words I Don't Know<br>Words I Like<br>Words I Dislike<br>- Contributing troublesome words to a class "Dinky-Word" pack<br>- Creating stories and pictures for opaque projector, puppet show, tape recording (broadcasting, telecasting)<br>- Interest groups prepare dramatization |
| 10:30 - 10:45 -- Recess | |
| 10:45 - 11:00 -- Language Arts | - Specific spelling and/or handwriting instruction<br>- Culminate morning activities that were in progress before recess<br>- Evaluation of morning's work prior to recess<br>- Read stories and poems to children<br>- Sharing of stories and poems by children |
| 11:00 - 11:20 -- Music | - Group singing (familiar and new songs)<br>- Recordings and films to develop appreciation<br>- Integrate music with curriculum activities |
| 11:20 - 12:00 -- Arithmetic | - Teaching the fundamental arithmetic skills and concepts<br>- Extending skills and abilities<br>- Problem solving<br>- Working with individuals and groups<br>- Activities and projects |
| NOON | |
| 1:00 - 1:15 -- Special Help Time | - See A.M. Special Help Time for suggestions |

| Approximate Time Schedule | What Might Take Place |
|---|---|
| 1:15 - 2:40 -- Social Living<br><br>Social Studies<br>Health<br>Science<br>Physical Education and Safety | - Teacher-pupil planning and evaluation<br>- Motivation and preparation for a field trip<br>- Follow-up of field trip, film, assembly program, etc.<br>- Use of visual and concrete materials (films, filmstrips, tape recorder, maps, globes, magnets, etc.)<br>- Class discussion<br>- Map making (neighborhood, city, state, etc.)<br>- Dances, physical skill development, games, (especially playground games which are new to in-migrant children)<br>- Interest groups, committees, planners, panels, teams, etc.<br>- Current news |
| 2:40 - 3:10 -- Arts and Crafts | - Art projects and activities as results of field trips, interests, curriculum units, etc.<br>- Creative experiences such as drawing, printing, modeling, construction<br>- Developing and encouraging native talents evidenced<br>- Motivation for working with new art media |
| 3:10 -- Get Ready For Dismissal | |
| 3:15 -- Dismissal | |

# FIELD TRIPS

The curriculum for in-migrant and transient children from the central core of our city needs to show a direct connection between school and non-school living because the learning of the boys and girls must be "real," evident, and sound. Planning and conducting "real" or "live" experiences and activities for the children will be more beneficial and longer lasting than setting up imaginary or vicarious trips through books and pictures. Children living in the "core area" of urban cities are often slow learning because they are lacking urban experiences. Therefore, activities and plans need to be more concrete than is necessary for many average children of more privileged areas. A sizable number of culturally different boys and girls do not have the skills and experiences to cope with abstractions.

Field trips offer an excellent opportunity to strengthen skills and attitudes of in-migrant and transient children. Boys and girls who are in need of short-term projects in order to realize immediate goals will find that the field trip provides the activity that counts, that satisfies presently, that "makes sense." Here, it is possible to build on sensory and perceptual foundations of the children rather than the conceptual foundation. Too, we can begin with the child's immediate environment without wandering off to some remote area.

## General Suggestions for Field Trips

### Before taking the trip

-- Orientation as to purpose of the trip

-- Personal hygiene (preparation at home)

-- What to wear?

-- Specific time of departure

-- Means of travel for trip (bus, walk, etc.)

-- Behavior and safety to and from trip

-- Specifics to look for while on the trip

-- General and specific planning and knowledge regarding the particular trip

After taking the trip

-- Did we accomplish all, most, or some of our plans before the trip?

-- What did you see or hear that you especially liked?

-- What did you see or hear that you especially disliked?

-- Could this trip have been better? Why? How?

-- How have you been helped or not helped as a result of this trip?

-- More specific questions, discussions, and activities related to the particular trip should follow.

Field trip opportunities

When children come to school with their addresses written on scraps of paper and then carry these scraps around as their most prized possessions, it becomes very apparent that these are strangers in our neighborhood and that as strangers they experience many feelings of emotional insecurity. Some of them seem actually afraid to go home at night. How difficult it must be for these children who worry all day about whether or not they will be able to find home after school. In an effort to make them feel at home in the community and as a method of developing primary safety and map skills and concepts, many trips or short excursions were taken. Teachers need to start with the school and point out stop and go lights; demonstrate how to use the crossing lanes and how to cross at a stop sign; and teach the street names and their directions.

A community map was begun in the classroom with the immediate school area and streets surrounding it. Each trip was extended a block and the map was extended to include that new street. Important places, such as stores, theaters, libraries, churches, and children's homes were labelled. A map legend was developed and directions were included. Having the map available in the classroom made it easier to talk about where someone lived or how we were going to get to a particular place. The children began to work out alternative routes to places. This activity

resulting directly from the neighborhood field trips was always in the process of development and refinement.

School environment

School helpers in

-- The office

principal
vice-principal
secretary-clerk
monitors

-- Medical clinic

nurse
doctor

-- Boiler room

engineer (custodian)
engineer's helper

-- Safety program

captain of cadets
cadets

School areas

-- Auditorium
-- Gymnasium
-- Playground
-- Entrances and exits
-- Lavatories
-- Fire and air raid drill stations

Cultural and recreational trips (Social Living)

-- Milwaukee Public Museum
-- Milwaukee Public Library
-- Memorial Art Center
-- Washington Park Zoo
-- Fred Miller Theatre to see "Puss in Boots"
-- Sports Show
-- Shrine Circus
-- Lapham Park Social Center
-- Whitnall Park and Milton C. Potter School Forest
-- University of Wisconsin and State Capitol (Madison, Wisconsin)
-- Kettle Moraine State Forest

Community services

-- Telephone Company
-- Bakery
-- Dairy
-- City Hall
-- Vocational School
-- Billy Mitchell Field Airport
-- Pet shop
-- Large department store
-- Post Office
-- Wilson Dental Laboratory
-- Milwaukee Electric Company
-- Holton Street Viaduct
-- Downtown train and bus depot
-- Shopping district

Safety and law enforcement

-- Safety Building and Court
-- Neighborhood fire station
-- Neighborhood police station

## Field Trip to a Shopping District

Purposes

To orient children to their new community and to create positive attitudes through personally satisfying introductory experiences in the community.

To provide first-hand experiential background for centers of interest which contribute to the development of skills in language arts, numbers, and inter-personal relations.

To give children a realistic opportunity to practice social skills developed in the classroom and for learning rules and standards of safety in their community.

To create a functional understanding of the kinds of services offered in the shopping district.

Planning for trip

Pre-planning by the teacher

-- Arrange in advance such details as field trip permits and bus fare, and plan itinerary of the trip with representative of the shopping district business association.

-- Go through itinerary to spot likely problems which may occur and to note special points of interest which should be brought out, i.e., escalators and elevators.

-- Anticipate what children will need to know to make trip successful and provide for acquisition of this knowledge through movies, films, filmstrips, class discussion, and community resource people.

-- Arrange for audio-visual preparatory materials for a trip.

Teacher-pupil planning

-- Establish purposes of trip.

Where do we go shopping?

How do we travel?

What kinds of stores have we?

What other business places are in our community?

-- Formulate directions for observations and actions.

What will we have to plan in order to take a trip to a shopping district?

Which stores will we visit?

How will we get there?

How will we conduct ourselves?

- Safety rules
- Rules of conduct on the bus, in the stores, or on the street, etc.

-- Delegate pupil responsibility.

Small committees to collect money for bus fare, to choose line leaders, to demonstrate how to board and ride on the bus, to review rules for street safety and for walking in a group, and to make our own rules of conduct needed for the trip.

-- Point out special items of interest which will need explanation as to purpose and use.

Revolving doors

Escalator

Elevator

<u>Suggested follow-up activities</u>

Evaluation of the trip

-- What new things did we learn? How are the stores different here?

-- What did we learn that will help us when we go shopping by ourselves or with our parents?

-- What did you like most and why?

-- What would you like to do again?

-- What might have made our trip better? What can we do to make the next trip better?

-- What kinds of things did we do which showed we remembered our rules for the trip?

-- What were some of the good acts of courtesy displayed by the boys and girls?

-- What can we do on our next trip to practice our courtesy rules?

Language arts activities

-- Develop community word list.

-- Develop experiential reading charts with word lists.

-- Write thank you letters to guide, to stores, to bank, etc.

-- Role play to show how to shop, to bank, etc.

-- Illustrate reading charts with crayons and magazine pictures to indicate word-picture clues.

-- Class reports and discussions about:

What goes on in a bank?

What goes on in a supermarket?

How is the supermarket different from the neighborhood store?

How do you buy in a supermarket?

-- Write group stories or reports on the visit.

-- Make a word-picture scrapbook of the different kinds of stores.

-- Conduct imaginary telephone conversations ordering things from the store.

-- Open a bank account.

Social studies

Experience in group planning and working

-- Construct and maintain a classroom city.

<u>Grocery store</u> -- made with tall book cases, hinged-top desk for refrigerator, large work board for counter, empty food containers (paper and tin) for stock, paper money (coins and bills), and newspaper advertisements of food sales.

Bank -- made from large carton cut to resemble a teller cage, bank books of small sheets of paper with construction paper cover stapled together, and withdrawal and deposit slips from the local bank.

Telephone Company -- switchboard made from a large paper carton with punched out holes, tinker toy plugs, twine for lines, and telephone provided by the telephone company.

Number experiences

-- Opportunities for realistic application of number skills were provided through:

Working in the bank

Making deposits and withdrawals from the bank

Working as store manager -- selling, making change, etc.

Buying from the store

Determining the cost of bus tickets for the class

Dividing the class into groups

Outcomes of the trip

The development of functional centers of interest from which many evidences of learning evolved.

Language arts

-- Increased sight vocabulary and interest in reading

-- Increased facility in oral and written expression

-- Acquisition of telephone communication skill

-- Increased penmanship and spelling skills as evidenced in thank you letters, grocery orders, stories and reports

Number skills

-- Improved ability to add and subtract through keeping their bank books balanced, paying and making change in the store, adding grocery bills, etc.

-- Learned money denominations through dramatic play with play money

-- Realistic introduction to measurement through buying quarts and pints of things in the store and through constructing and measuring requirements of their buildings

Social studies

-- Development of positive attitudes toward school as evidenced by pupil participation and interest in classroom activities

-- Development and improvement of skills in group planning, discussion, and working

-- Acquisition of usable knowledge of their immediate community:

How we shop in a supermarket.

How we go to the bank and what we do there.

How we use the telephone.

How we ride the bus.

-- Improvement in attitudes toward self. Appreciation of everyone's ability to contribute something to the group

Instructional materials

-- Cardboard boxes, tables, book shelves, and desks for play buildings

-- Paints and brushes, crayons

-- Magic marker

-- Toy scale

-- Toy money

-- Paper -- chart, cover, construction, penmanship, etc.

-- Telephone kit from telephone company

-- Deposit and withdrawal slips from bank

-- Empty food containers from store

-- Tagboard for individual vocabulary flash cards

-- Audio-visual materials -- films, tape recorder, filmstrips, and slides

Safety

| | |
|---|---|
| V10126 | A Good Citizen Obeys Rules and Laws |
| V13057 | I'm No Fool as a Pedestrian |
| 1672 | Policeman |
| 7765 | Safety on the Street |
| V13346 | Street Safety |

Courtesy

1352 Are Manners Important

1313 Beginning Responsibility: Other People's Things

1890 Everyday Courtesy

1465 Mind Your Manners
Manners in Public
Manners While Visiting

The Business District (slides)

V1307 Business in the City

1509 Our Community

K-1379 Shopping in Our Neighborhood

V13205 Stocker in a Supermarket

V19049 The Banker

## A Visit to the Public Library

Purposes

To orient and adjust child to his new community.

To develop worthwhile leisure-time activities.

To learn how to get to the library.

To develop skills in using the library.

To develop experience background for learning.

-- Applying for library card and learning how to use it.

-- Learning rules and regulations of conduct in the library.

-- Locating, checking-out, and renewing books.

Paying fines for overdue books -- positive approach
(If everyone kept books out, we couldn't read them.)

-- Learning of the various services available to us

Movies

Famous authors

Music listening

Explorers' Club

Billy the Bookworm

Television book reviews

To create an interest in reading for fun and information.

To provide enrichment reading materials for the classroom.

To develop feelings of security and stimulate desire to go to library on child's own time.

To develop a localized sense of direction and to become acquainted with necessary street signs and names.

To learn and practice safety rules and regulations for pedestriars

-- at stop and go lights.

-- at intersections.

-- at stop signs.

-- on one-way traffic streets.

Planning for trip

Pre-planning by the teacher

-- Arrange details of library trips with librarian and principal to insure uninterrupted library time.

-- Confer with librarian to arrange such things as:

Getting acquainted with the children to facilitate planning of story time and selecting appropriate books.

Touring the library.

Applying for library cards.

Planning for the things the class will need to know for the first visit.

-- Plan route to the library and anticipate need for safety precaution explanations.

Teacher-pupil planning

-- Determine the kinds of experiences the children have already had with a library.

-- Discuss why we go to a library and what a library is.

-- Form safety committees to review safety rules needed for walking on the street.

-- Develop our own standard of conduct for the trip.

-- Appoint line leaders and trip partners.

-- Alert children to observation possibilities on the way to the library.

The trip

Every other Wednesday, we left our school at 2:00 P.M. to walk to the library. This gave us ample time to stop and observe anything of interest on our way. There were many teachable moments. One day we saw the city street crews trimming trees with the latest equipment. This was particularly interesting to the children who had come from areas where this type of service was not necessary. Another time, we had to wait at a crossing while fire equipment rushed by on its way to a fire. Still another time, we witnessed the aftermath of an accident with ambulance and police officers in attendance. We observed for several weeks the excavation of ground while workers dug the basement of the new museum. We passed the courthouse and safety building, the community Christmas tree, large department stores, trucks delivering ice-cream, milk, bread, and other merchandise to stores, city street cleaning equipment such as snow-blowers and snowplows, salting and sanding operations, and even jets on maneuver overhead.

Most of the time we walked, but during inclement weather, we rode the city bus and learned how to get on and off, how to get a transfer, and how to signal the driver when we got to our stop. We visited the museum, which in our city is housed in the same building as the library. We walked by the Milwaukee School Administration Building and the new Y.M.C.A. We passed Children's Hospital and Marquette University. We met policemen who helped us cross the street and other people who just wanted to say hello. This half-hour of walking downtown to the library was an exciting excursion into many new adventures.

Our experience in the library was a profitable half-hour of storytelling and looking for new and interesting books to bring back to the classroom. Our storyteller was a very friendly and accessible person who picked stories of great appeal. It was from her we learned how to make "Stone Soup" and how we could become a "Hero By Mistake". She aided the children in selecting books with many pictures and easy-to-read levels through attractive displays and arrangements. She taught them how to get a library card, how to check books in and out, and explained to them why libraries had to have rules.

The library field trip never became old. There was always something new to see on our way, and our librarian was always there with stories for reading and telling, and more important yet, as if she were waiting just for us.

Suggested follow-up activities

Evaluation (after each trip)

Positive approach

-- What did we learn?

-- What did we see?

-- What was fun?

-- What did we do which showed we lived up to our safety rules? our conduct rules?

-- What can we do to improve on our next trip?

-- What did we see on our way that was exciting?

-- What did we see that was funny? sad?

-- What did we see that told us something? (Christmas decorations, etc.)

Language arts

-- Develop a library word list and display it in the library corner.

-- Using word list, develop an experience reading chart.

-- Make a "Tell-a-Story" movie box. Illustrate a story for the film and show and tell it to the class.

-- Dramatize a story.

-- Plan and develop a classroom library with book shelves, tables, etc. and appoint librarians to be responsible for its maintenance.

Set up a schedule so everyone gets a turn being the librarian.

Make a file card index, author and title, and have librarians keep alphabetized filing of classroom books and books in library loan.

Have librarians check books in and out with rubber date stamp.

Print signs for the library with printing set.

Develop workable library rules such as are evidenced in the city library and display them in the library corner.

Provide opportunity for children to check-out, return, and renew books.

- Pay fines on overdue books with play money and at the same rates as city library charges.

-- Write article for class newspaper describing a trip to the library or our classroom library.

-- Invite parents, principal, or another class in to see how our library works.

-- Develop a "What's New in the Library" bulletin board, changing it frequently to stimulate interest in new books.

Book jackets

Children's illustrations

Seasonal decorations to illustrate special holiday stories

-- Provide a variety of materials for the library corner.

Picture books

Magazines

Catalogs

"How to Make Things" books, etc.

-- Plan a radio story hour using a microphone in the cloak room and speaker in the classroom.

Have children prepare readings first and work teams so they can have sound effects, commercials, etc.

-- Make a television screen out of cardboard box for television story time and have child be televised reading his story.

Cover the screen with cellophane

Use microphone and speaker for added fun and interest.

Social studies

-- Make a list of the different kinds of city workers we saw on our trips.

-- Plan a mural of our city workers in Milwaukee.

-- Make a list of the kinds of city buildings we saw.

Courthouse

Safety Building

City Hall, etc.

-- Plan a classroom mural of our city.

-- Develop a simple unit on maps and street signs.

Make a sequential list of the streets we took in order to reach the library.

Make a simple map of the room with directionals.

Hold group discussion to develop sense of direction.

- Which way do we go to the library?

- What direction do you live from school?

- Whose room is south of us? north of us? east of us? west of us?

- What side of the playground do the boys play on? the girls?

Make individual maps showing how we get home, how we go to the library, how we go to the store, how we go to my friend's house, and how we go to the park.

Display pictures of street signs of the city:

- Stop and go lights
- Stop signs
- Railroad crossing
- Danger

Outcomes of the trips

-- Introduced children to the library and gave them a working knowledge and understanding of the services which the library provides.

-- Stimulated interest in reading and shared reading interests with the class.

-- Developed positive attitudes for the care and worth of books.

-- Developed good library work skills.

-- Contributed to readiness for learning to read.

-- Contributed toward effective group work skills of sharing, taking turns, being responsible for, and planning and working together.

-- Increased the sight vocabulary and other reading skills.

-- Provided materials for extending and enriching classroom activities and learnings.

-- Contributed toward developing reading and aesthetic appreciation of books.

-- Provided interest and background for developing new word lists and reading charts.

-- Developed an awareness of what goes on in our city through direct observation of people at work.

-- Increased awareness of safety and safety rules related to walking in the city.

-- Developed primary map concepts; directions, legends, etc.

Instructional materials

-- Paper of all types

Manila
Newsprint
Construction paper, colored
Tagboard
Chart
Wrapping paper

-- Crayons, paints, brushes, scissors, rulers

-- Printing set with upper and lower case letters

-- Library equipment

File box, file cards, book shelves, tables, rubber date stamp, books, magazines, catalogs

-- Magic marker

-- Cardboard boxes

-- Microphone, speaker, phonograph, and tape recorder

## Tree Planting at Kettle Moraine State Forest

### Purposes

To orient and adjust the child to his new community.

To enrich the child's experience background and facilitate readiness for learning.

To plant trees in our state forest and encourage children to feel a sense of ownership of and responsibility for "our" forest.

To enrich and extend classroom activities and learnings in the field of conservation and science.

To introduce children to forest management personnel and plant operations.

-- The forest ranger

-- The fire tower and look-out

-- The forest nursery

-- The maintenance crew and equipment

To develop a knowledge and appreciation of our natural resources -- plants and wildlife.

To provide an opportunity to collect specimens from the outdoors for classroom study.

To further group working skills in a meaningful situation which requires working together.

### Planning for trip

Pre-planning by the teacher

-- Pre-visit Scuppernong Ranger Station at Kettle Moraine State Forest to be assigned planting area, picnic areas, and to become acquainted with other tour stops.

The ranger station

The fire tower

Wild animal-life specimens

Ten-acre, burned-over, re-forestation area

-- Make formal field trip arrangements for transportation, field trip permit, and scheduling with resource people who will attend the planting project.

Co-ordinator

Supervisor of Upper Elementary Curriculum and Instruction

Supervisor of Science and Conservation

-- Arrange pre-field trip activities to develop interest and meaningfulness to field trip.

Reading activities with the Jim Forest Readers:

Jim Forest and Ranger Don
Jim Forest and the Bandits
Jim Forest and the Mystery Hunter
Jim Forest and Dead Man's Peak
Jim Forest and the Flood
Jim Forest and Lone Wolf Gulch

Display of easy-to-read books on trees, wild flowers, animals, etc.

Bulletin board display of types of trees

Coniferous
Deciduous

Chart display of "What We Get From Trees"

Magazine feature, articles such as in Life on the Story of General Sherman; giant sequoia, to stimulate appreciation of how long it takes to grow a tree and how long trees can live

Films

6576 Forest Grows

6503 Forest Ranger

4805 Trees (How We Identify Them)

4776 Wisconsin Wild Flowers

Teacher-pupil planning

-- Formulate purposes for field trip.

Where will we go?

Why will we go?

What will we see?

-- Determine our material needs for trip.

Outdoor clothing and leather shoes

Shovels and pails

Picnic lunches

Recreational equipment for lunch hour

-- Delegate responsibility for

Bringing equipment

Making safety rules for

- riding the bus
- conduct in the forest
- handling of equipment
- avoiding poison ivy and oak

Developing own rules of conduct for the trip

Choosing line leaders

-- Provide opportunity for individual leadership and responsibility through:

Collecting bus fare

Arranging for care of picnic lunches

Planning tree-planting team

Learning and demonstrating how to plant a tree

Taking role before leaving a tour area

The trip

After a forty-mile drive by bus through Wisconsin's countryside and farming areas, we were welcomed by the forest ranger who demonstrated the radio communication system used by the Conservation Department and cautioned us on forest safety. We met our resource people who demonstrated tree planting, distributed seedlings and water, and took us to our planting area. On our way, we stopped to meet the game warden who showed us a collection of pelts from Wisconsin wild animals. The children were permitted to handle the pelts as he told them of the habits and the importance of the animals. There were red and grey foxes, procupine, badger, muskrat,

mink, otter, weasel, skunk, cottontail and jack rabbits, coyote, and a mole. We learned that the best shaving brush is made from the tip of the badger's tail; mink, weasel, skunk, and muskrat are used for making fur coats; the weasel's fur changes color for protection during winter and summer, the coyote ate rabbits, mice and other rodents which destroyed crops; an apparently tame wild animal was a sick animal; and that birds should be protected because they fought a continuous battle against harmful insects.

After this interesting presentation, we went to the tree planting area where we divided into teams. Team members dug holes in a furrow, put in seedlings, and covered the roots with soil. We learned that the furrow was dug so that the seedling would benefit from the rain which collected in it.

After planting our area, we went by bus to the picnic grounds. This luckily was next to a large swamp which offered opportunity for small group explorations which turned up many specimens to take back with us. There were polywogs, turtles, snakes, an old tree with last year's honeycomb, pieces of bark, swamp plants growing on top of the water, old goldenrod with galls, and strange rocks and pine cones.

We traveled from the picnic grounds to the ranger station and were shown nursery and seedling planting equipment and one of the forest areas planted years ago by other Milwaukee Public School children. Our group wanted to know why the limbs were trimmed from the lower six feet of the tree trunks. This question prompted the conservation officer to tell the children what the trees were to be used for, what would happen to the land after the pine was cut, and how long it had taken to grow this forest.

We then went to the Lapham Peak Observation Tower near Delafield from which we could see seven different lakes and Milwaukee on a clear day. Safety was stressed throughout the trip, but climbing the tower five at a time was another way of practicing it.

This was to have been the last stop, but our bus driver, who was much impressed at the interest and good conduct of the children, as a bonus, stopped along the roadway so that we could see a buffalo grazing with a herd of beef cattle.

Suggested follow-up activities

Evaluation of the trip

-- What were some examples of good bus safety practiced by us?

-- What things did we do which showed our good "woods sense?"

-- What things did we do which showed we remembered our plans?

-- What could we have done which would have made our trip better?

-- How did we find the picnic area when we arrived? How did we leave it?

-- What were some of the good signs of courtesy we saw on our trip?

-- The trip

What did we see?

What did we learn?

What did you like most of all?

What would you like to see again?

If we went again, what do you think we might do differently? Why? What would you want to keep the same?

Language arts

-- Develop conservation word list.

-- Develop experiential reading charts with word lists.

-- Find magazine pictures of the forest and tell about them.

-- Compare the work of our forest ranger to that of the ranger in the "Jim Forest Series."

-- Make a collection of pictures which illustrate uses of trees.

-- Write an article for our class paper on our trip, on trees, or on wild animals we saw.

-- Make a scrapbook with pictures of different trees and identify them.

-- Make a scrapbook of pictures of things harmful to trees.

-- Plan a bulletin board display of causes of forest fires.

-- Make a list of things in the classroom which come from trees.

-- Introduce words deciduous and coniferous. Use pine cones to show how we get the word coniferous.

-- Discuss meaning of evergreen as related to trees and as a method of making a "big word" (compound word) out of two small words.

-- Plan visits to other classrooms to "show and tell" our specimens from the forest.

Science

-- Count the rings on a section of a tree trunk to determine age of the tree.

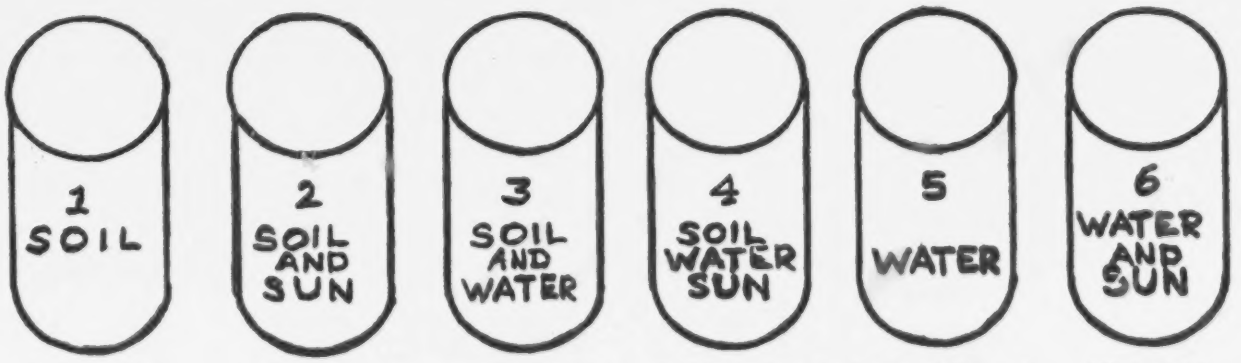
-- Make a woodland terrarium using materials brought back from the forest, including some small animals such as a salamander, frog, or toad.

By placing glass cover over terrarium, demonstrate to children that water condenses and drips back into the terrarium so that additional water need not be added.

Show that leaves give off water (transpire) by placing a fruit jar over a growing potted plant.

-- Have children conduct an experiment to show what plants need to grow.

Use six containers, soil, and lima bean seed.




Place containers requiring no light in a dark closet. Observe daily and chart growth and color of plants. Evaluate. What produced best growth? poorest? etc.

-- Start a classroom hot house with aquarium, glass top, soil, water, and flower seeds.

Transplant when plants become crowded.

Discuss how to care for plants in the garden and send plants home for children to plant.

Prepare small plants for gifts for Mother's Day, Father's Day, birthdays, secretary, principal, or to someone else we like.

-- Root flower plants by taking cuttings and putting them in sand or water.

-- Try to identify the various pine cones collected on trip.

-- Have someone discover what he can about the making of a honeycomb.

-- Plant in the terrarium some of the tree seeds found in the forest (elm, locust, or fruit) and watch them grow.

-- Encourage children to plant and care for one of the pine seedlings from our trip in their yards.

-- Make leaf identification charts.

-- Demonstrate with pieces of pine and oak boards the hardness and softness of wood.

What kind of wood do you think might be used in school furniture? Why?

What might happen to a softwood desk top?

What might be some other uses for hardwood?

Are pine trees hard or soft?

-- Make a swampland terrarium.

How will it differ from the woodland terrarium?

What kinds of plants will we use? Will we need much water?

What kind of animals might we put in it?

Art

-- Make leaf prints.

Plaster of Paris
Blueprint paper
Spatter paint
Pressed leaves
Crayon rub-on

-- Use sawdust, manila paper, glue, and poster paints, make some pictures of trees.

Dye the sawdust with food coloring; sketch outline of tree on paper; fill in outline with glue and sprinkle dyed sawdust on glued areas.

Social studies

-- Through class discussion, try to develop the concept that preservation of our forests is our responsibility.

Why did we plant the trees?

Where might we plant trees next year? (burned-out re-forestation area)

What does the forest do for us? (food, clothing, shelters, medicine, etc.)

How does the forest provide recreation for us?

What do we do that shows the forest belongs to us, too?

- We plant trees.
- We are careful with campfires.
- We protect our wildlife.
- We keep our forest and picnic areas clean.

Outcomes of the trip

-- Acquainted children with the school forest conservation program and emphasized that the forest belonged to them, too.

They planted trees in their forest.

-- Introduced children to personnel with specialized responsibility for forest and wildlife preservation.

-- Acquainted children with some of the species of Wisconsin animal wildlife and the part they play in preserving our forest.

-- Provided materials for enriching classroom activities and learnings.

-- Provided stimulus for conducting plant experiments.

-- Taught children how to plant and care for trees.

-- Developed an awareness of different kinds of trees.

-- Extended knowledge of how trees contribute to our life.

-- Developed understandings and appreciations of the length of time it takes to grow trees.

-- Developed a beginning appreciation of recreational and aesthetic value of the forest.

-- Learned that trees are classified in many ways:

deciduous and coniferous
hard and soft

-- Provided opportunities to practice group work skills.

-- Enlarged sight vocabularies and reading skills through use of conservation activities.

-- Planted trees in their own small garden through a desire to see something grow.

-- Increased children's interests in classroom learning.

-- Provided interest and background for developing new word lists and reading charts.

Instructional materials

-- Chart paper and magic marker

-- Construction paper, 9" x 12", 12" x 18"

-- Shovels and buckets

-- Paints or food coloring

-- Clay, plaster of Paris, blueprint paper, toothbrushes, screening for spatter paint prints, wax paper, and an iron

-- Magazines

-- Sawdust, Elmer's glue

-- Aquariums and covers

-- Containers -- tin cans or jars for experiments

-- Sand

-- Easy-to-read science books

-- Jim Forest Reading Series

-- Movies, filmstrips, pictures related to conservation and science

# OPPORTUNITIES FOR SOCIAL GROWTH

When children come to school and say they are hungry or that they had only a soda for breakfast, when their own birthdays are unknown to them, or when their parents approach school defensively or not at all, we have ideal situations from which to develop short units or activities for promoting social growth. The learning activities resulting from these kinds of situations have real significance to children because they concern them. Exemplary of activities which promote social growth are the following:

## A Class Breakfast

After children complained of stomach-aches in the middle of the morning, the teacher made an informal survey of the foods the class ate for breakfast. The resulting list which grew large through child-like humor and imagination included, in addition to some of the more conventional items, candy bars, ice cream, cake, last night's left-over greens, soup, potatoes, and other delicacies not commonly consumed as a prelude to a busy day at school. The children themselves could see that what they had listed did not quite approximate a well-planned breakfast. As motivation for a practical unit in nutrition and social behavior relating to it, the teacher suggested that the class plan a breakfast. The prospect of eating in the classroom is always welcomed by children, but to those who live alternately between plenty and want, it assumes an even greater importance.

### Purposes

To create an understanding and appreciation of what constitutes a good breakfast.

To develop social behavior conducive to enjoyable eating.

### Preparation

Group discussion and planning

-- What must we know to plan a good breakfast?

What kinds of food make a good breakfast?

What kinds of food make a poor breakfast?

How do you feel when you have a good breakfast?

How do you feel when you have a poor breakfast?

-- If we are going to have breakfast in the classroom, what will we need to plan?

Menu

Who will bring food?

-- What will we use for equipment?

-- What duties will need to be organized?

Who will wait on tables?

How will the table be arranged? Why is the table set in a certain manner?

Who will set tables?

Who will serve as table host or hostess?

Who will prepare food?

-- Should we eat in any special way?

Washing up before eating. Why?

Order of food

Table manners

-- Who clears and washes dishes at home?

What is done with left-over food? Is it saved for another breakfast? Why? Where is it kept?

Who will clear our table and wash our dishes?

-- What time will we have our breakfast?

Can we invite someone -- a father and mother, principal, school nurse or doctor, etc.?

Films on nutrition from which children can find answers to their questions:

7676 Eat for Health

7284 Food for Freddy

7242 Food That Builds Good Health

7202 Fun in Food

7529 Something You Didn't Eat

7527 Stanley Takes a Trip

Materials obtainable from the National Dairy Council

-- Charts of five basic foods

-- Cutouts and posters of table settings

-- Nutrition stories in easy-to-read vocabulary

-- Milk charts

Developmental activities

-- Make a model of a dining room with table settings.

-- Make a breakfast table model.

-- Make a place-setting model with magazine pictures.

-- Develop a breakfast word list and reading chart.

-- Make charts illustrating a good breakfast, dinner, or lunch.

-- Using magazines, find pictures of children who look hungry or who look as though they had a poor breakfast. Do the same for children who look as though they had a good breakfast. Tell the class why you think they had a good or poor breakfast.

-- Pretend you have had a poor breakfast and demonstrate how you might act in the classroom, on the playground, or at home. Do the same for a good breakfast.

-- Role-play the following:

Proper use of silverware

Asking for something at the table

Visiting at breakfast

Leaving the table before others are finished

-- Write invitations to people you want to come to breakfast.

-- Prepare a breakfast menu.

-- Write an article for the class or school paper telling about the breakfast.

-- Conduct an experiment using mice, rats, or hamsters, giving one a good diet and one a poor diet.

Observe actions

Weigh and chart

Note changes in appearance

-- Construct place mats for our breakfast.

Culminating activity

-- Class breakfast

Outcomes

-- Developed an appreciation and understanding of good and poor nutrition.

-- Provided an opportunity to learn and practice good social behavior related to eating.

-- Created much interest in classroom activities.

-- Promoted group work skills.

Instructional materials

-- Films

-- National Dairy Council nutrition materials

-- Old magazines for pictures

-- Primary and intermediate health books

-- Art materials

-- Paper plates and cups, silverware from cafeteria, and food brought by children

## Celebrating a Birthday

To most children, birthdays are extra special. Families plan parties, bake and decorate cakes, sing "Happy Birthday," give presents, and generally do everything they can to bestow individual attention and recognition on that one so favored. Even teachers bring candy and ask the faculty to help them celebrate. It is difficult to imagine a school child who does not know his birth date. In answer to a teacher's casual comment on a coming birthday, one of the in-migrant boys expressed surprise and then an almost indifference to his special day. It was very apparent that to him birthdays did not denote a cause for celebration. This situation offered many possibilities for developing activities which could contribute to individual recognition. A very obvious means of developing these activities was a birthday party.

### Purpose

To give children a feeling of importance and have others participate in creating that feeling.

To create an appreciation of birthdays as special dates to remember.

To practice social behavior related to party activities.

### Preparation

-- Develop a news story about Allen's birthday.

> "Allen will have a birthday, Saturday, April 1. He will be ten years old. He was born in 1951. What will we do to celebrate? We will sing 'Happy Birthday' to Allen. Will we have a party?"

-- Get a cake with candles and "Happy Birthday, Allen," on it and ingredients for Kool-Aid.

-- Obtain paper plates and cups from office.

-- Cut 12" x 18" construction paper in strips for weaving place mats.

### Developmental activities

-- Plan a party for Allen.

Time

Helpers

-- Art activities

Make place mats for party by weaving colored strips through pre-cut 12" x 18" construction paper.

Culminating activity

-- Birthday party

Outcomes

-- Aroused children's curiosity for remembering their own birth dates.

-- Provided an opportunity to practice good party manners.

-- Developed a positive attitude towards consideration for others.

Instructional materials

-- Construction paper, 12" x 18"

-- Paper plates, cups, and napkins

-- Cake and birthday materials

-- Penmanship paper and pencils

-- Penmanship paper and pencils

## A Tea for Parents

In order to develop positive attitudes and understandings, in-migrant parents were involved in many school activities. Regular parent visiting days, parent discussion groups, field trips with the class, home visits, class programs, and parent-teacher conferences were some of the means through which the school was interpreted to them. One class planned an afternoon tea for its parents. The occasion for the tea was to distribute small Christmas gifts made by the children, and to give parents an opportunity to see their children at work in the classroom. The tea provided a realistic setting for learning and practicing social skills and behaviors.

Purposes

To contribute toward better parent attitudes and understandings of the school day.

To create an opportunity for parents to take part in a class activity.

To learn appropriate social skills and behavior.

To give Christmas gifts to parents.

Preparation

Group planning and discussion

-- How do we give a tea?

-- What helpers or committees will we need?

To welcome and introduce parents

To plan menu

To plan and make table decorations

To obtain dishes and set tables

To serve

To clean-up

-- What classroom activities would our parents like to see?

Reading lesson

Art lesson

Music lesson, etc.

-- What will we need to know about company manners?

How to introduce parents to class and teacher.

How to serve guests.

How to entertain guests.

Developmental activities

-- Writing invitations.

-- Making Christmas cards for parents.

-- Making table decorations.

Place mats

Place cards

-- Role-playing

Welcoming a parent.

Introducing a parent to the class.

Introducing a parent to the teacher.

Seating a parent.

Serving parents.

Culminating activity

-- The Tea

Outcomes

-- Contributed toward better parent attitudes and understandings of school.

-- Developed a greater social awareness in children and appreciation of social skills.

Instructional materials

-- Dishes from school cafeteria

-- Cookies and tea purchased or furnished by children

-- Christmas gifts

-- Art materials for decorations

-- Paper for invitations

LANGUAGE ARTS EXPERIENCES

## The Bus

City life, which long-term residents take so much for granted, can be strange and confusing to the in-migrant child. The young new citizen needs to learn and to adjust to urban living in many ways. Typical of this kind of learning is the experience of one of the young boys in the class. He lives far enough from school that he needs to take the bus. Fortunately, for the first several weeks, the bus that always stopped at his corner was the right bus; but one day, instead of the regular trolley, a diesel bus pulled to the curb and stopped. To the in-migrant boy, this was his bus because it had stopped at the corner. Everything proceeded as usual, except that the bus did not take him to school; it took him to the other side of town. After much difficulty in trying to follow the directions of the bus driver, he finally made the right connections and arrived at school in time for recess. The boy still did not quite understand what had happened or why. In an effort to make getting to school less left to chance, and to introduce all the children to the bus situation in Milwaukee, a unit on the city bus was developed.

### Purposes

To give them practice in the behavior entailed in riding a bus.

To increase confidence in their ability to travel in the city.

To acquaint children with the kinds of buses operated in Milwaukee.

To develop understanding and appreciation of the transportation needs in a large city.

### Preparation

Group discussion and planning

-- How can we avoid making the same mistake Tom made?

-- Why do we have buses?

Does everyone live close enough to their work to walk?

Where do people go on buses in town besides to work?

- To school
- To college
- To go shopping
- To go to the doctor, etc.

-- Show films and filmstrips

V13681 Buses at Work -- Transportation

1804 Bus Driver

V13686 Buses (People and Goods Travel Series)

Observations at transfer points (Get field trip permit.)

-- Why do people wait at opposite corners? (They are waiting for buses going in opposite directions.)

-- Why do passengers get off one bus and cross the street to catch another one?

Explain transfer procedures.

- Bus has definite route to follow so passengers have to transfer to get where they want to go.

-- How do passengers board the buses?

Stand in line

Men stand aside for ladies

Stand clear of door so those inside can get out

Put coins (or ticket) in register and ask for transfer if one is needed

-- Where do the passengers go in the bus?

Sit down or move to rear of bus

-- Where do people go?

Stop several passengers and ask if they would mind telling us where they have been and where they are going. Explain why you are asking.

-- What kinds of buses do we have? (trolley and diesel)

-- Why does a trolley have poles and use trolley lines?

Compare a trolley to an electric appliance.

-- Where can a trolley run?

-- Can it run in the country?

-- Why can a diesel travel without trolley lines?

-- What does it use for fuel?

-- Is it like a car or truck?

-- What does a bus stop sign look like?

-- Why do buses have numbers and signs? (To tell where the bus is going.)

-- How do passengers signal the driver to let them out?

-- How do passengers conduct themselves on the bus?

Developmental activities

-- Develop a bus vocabulary list.

-- Develop a reading experience chart with bus vocabulary list.

Illustrate chart with crayons, paint, etc.

-- Construct a classroom bus in preparation for a real bus ride.

Draw a chalk outline of a city bus on the classroom floor and place chairs in bus-like fashion inside the outline. Borrow the kindergarten-mounted driving wheel and place it in the driver's position in the bus. Use auditorium podium or a music stand for old transfers, bus passes, and schedules obtained from the Transport Company. Use classroom store play money to pay bus fare. Children will take turns being passengers and drivers.

Before the game starts, review what children already know from their observations at the bus corners and have small groups or individuals practice this in their bus.

- Discovering where bus is going
- Lining up to get on bus
- Paying bus fare
- Asking for a transfer
- Getting a pass
- Going to rear of the bus if there are no seats

-- Demonstrate bus safety rules

Stand behind the white line.

Move to the rear of the bus.

Keep arms inside the bus.

Don't talk to the driver.

-- Try to role-play as many common bus happenings as possible, for example:

Asking the bus driver how to get to a certain place.

Losing a transfer.

Taking the wrong bus.

Not having the right change, and how the driver might feel about this.

Giving a lady your seat.

Signaling the driver to stop.

Missing your stop.

Apologizing for stepping on a fellow passenger's foot or bumping him.

Having driver call out bus stops or "Move to the rear of the bus, please!".

Being in a hurry and missing the bus.

Leaving by the back door only.

To emphasize safety alertness for the real bus trip, borrow a kindergarten pedal car or tricycle and have children demonstrate why they should not cross in front of the bus. Mark off safety island next to bus, outline, and have children practice using it.

-- Have some of the boys explain the differences between a trolley and a diesel bus.

Use pictures of buses from magazines.

-- Illustrate, with art materials, sentences from the reading experience charts.

People standing in line

People crossing the street to the bus stop

Trolley and diesel buses

Bus signs and numbers, etc.

Culminating activity

-- Public bus trip

During the classroom bus game, the children knew they were going to end with a trip on a real city bus. This was to give them an opportunity to put their newly acquired knowledge to use. This also was part of the impetus for making the game a serious learning activity. Each child either brought bus fare or got tickets. Because of time, we agreed on a planned trip. They were completely on their own in identifying their buses, paying their fares, and asking for transfers. They signaled their stops, found their transfer points, and used their transfers. They kept the transfers in case they might need them later. Their good bus conduct and know-how brought comments from other passengers, and several boys had the opportunity of giving up their seats to ladies.

Outcomes of the trip

-- An increased interest and participation in classroom activities.

-- A better appreciation and understanding of the importance of buses to Milwaukee.

-- A functional understanding of how to ride a bus.

-- Development of safety awareness concerning public transportation.

-- Development of experience background for reading readiness.

-- Acquisition of new vocabulary related to transportation.

Materials of instruction

-- Art supplies -- paper, crayons, paint, etc.

-- Kindergarten-mounted steering wheel and car

-- Classroom furniture

-- Old transfers and passes from the Transport Company

-- Play money

-- Podium or music stand

## The Puppet Theater

Many of the boys and girls in the classes need much help in building up their self-concepts. They are quiet, fearful children who find it a major task to answer morning roll. Reading out loud is for them calamitous. On the playground, they find corners and wait for the bell to ring. Some are Spanish-speaking children whose feelings of insecurity stem primarily from the difficulty of trying to communicate in a new language. In an effort to help all of these boys and girls develop security and facility in verbal communication, a puppet theater program was initiated.

### Purposes

To make boys and girls feel at home in the school situation.

To develop facility in oral expression.

### Preparation

One of the boys brought a large carton to school and asked if he could make a puppet show. The size of the box was such that it stimulated and captured the imagination of all the children. Everyone wanted to help.

Group planning and discussion

-- What is a puppet theater?

What does it look like? For what is it used? How is it used?

Can we find pictures of puppets?

What will be needed to go with the puppet theater?

-- What play will we do in our show?

Can we write one? Can we use a favorite story?

Why must we know what play we want before we make our puppets?

-- How will we make our puppets?

Show film

2445 Let's Make Puppets

What materials do we need which are already here? -- paints, scissors, paper, paste, yarn, etc.

What materials will we need to find at home? -- cloth remnants, buttons, needles, thread, odds and ends. Who will bring it?

-- Who will work on the theater?

-- Who will plan the play?

-- Who will make the puppets?

-- When will we work on our puppet show?

Art period

Morning special help period

Free time

-- How will we work?

Quietly

Together

In the working areas

Follow-up activities

Work periods -- long enough to accomplish something but not long enough to become tiresome.

-- Begin by dividing into groups who will:

Make puppets

Work on theater

Write the play (Need people with good ideas as well as those who have some writing ability.)

-- Materials should be ready, working area defined, and rules for working together understood.

-- While two groups are doing individual reading, working on skills, etc., get first group organized and started to work.

When first group is working well, begin second group and then the third.

-- Encourage members of the groups to direct their questions to one another before coming to teacher.

Refer questions back to group to create feeling that this is their project and that they are capable of making decisions.

-- When work periods are finished, have groups show what progress they have made.

Display puppets

Demonstrate how to use the stage

Read the play

Giving the play

-- Decide how everyone can get a chance to be in the play.

Have more than one play, using different children in play each time.

Tape record different groups doing the play.

Have someone introduce the play. Assign stage manager to pull curtains, etc.

-- Who might like to see our play?

The principal

The supervisor

The kindergarten or other classes

Our parents, P.T.A., etc.

Culminating activities

-- Writing invitations, giving the play for the kindergarten.

-- Can we give another play?

Outcomes

As the theater project developed, it became increasingly apparent that the children

-- felt more at ease and took a more active part in the classroom.

-- developed increased facility for verbal communication. This was especially true of the Spanish-speaking children but, also, true of those who initially had been too shy to talk.

Other outcomes

-- Increased group work skills.

-- Improvement in classroom climate.

-- Increased facility with both oral and written language skills.

Instructional materials

-- Tape recorder

-- Cardboard box

-- Scissors, paste, brushes, and paint

-- Varnish, paper mache, tagboard

-- Materials brought from home:

Buttons
Cloth remnants
Dowel for curtain draw
Needles and thread
Yarn

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# MATERIALS OF INSTRUCTION

## Books

### Developmental readers

Benefic Press -- American Indian Books -- Edna Walker Chandler, 1960

| | Reading Level | Interest Level |
|---|---|---|
| Buffalo Boy | Grade 2 | 7-15 |
| Little Wolf and the Thunder Stick | Grade 3 | 7-15 |
| Young Hawk | Grade 3 | 7-15 |

Benefic Press -- The Button Series -- Edith McCall, 1960

| | | |
|---|---|---|
| The Buttons at the Zoo | Pre-Primer | 7-15 |
| The Buttons See Things That Go | Pre-Primer | 7-15 |
| Bucky Button | Pre-Primer | 7-11 |
| The Buttons Take a Boat Ride | Primer | 7-15 |
| The Buttons and the Whirlybird | Primer | 7-15 |
| The Buttons and the Pet Parade | Primer | 7-15 |
| The Buttons and Mr. Pete | Grade 1 | 7-15 |
| The Buttons at the Farm | Grade 1 | 7-15 |
| The Buttons and the Boy Scouts | Grade 2 | 7-15 |
| The Buttons Go Camping | Grade 2 | 7-15 |
| The Buttons and the Little League | Grade 3 | 7-17 |
| The Buttons at the Soap Box Derby | Grade 3 | 7-17 |

Benefic Press -- Cowboy Sam Series -- Edna Walker Chandler, 1960

| | | |
|---|---|---|
| Cowboy Sam and Big Bill | Pre-Primer | 7-15 |
| Cowboy Sam and Dandy | Pre-Primer | 7-15 |
| Cowboy Sam and Miss Lily | Primer | 7-15 |
| Cowboy Sam and Flop | Grade 1 | 7-18 |
| Cowboy Sam and Sally | Grade 2 | 7-18 |
| Cowboy Sam and the Airplane | Grade 3 | 7-18 |
| Cowboy Sam | Primer | 7-15 |
| Cowboy Sam and Porky | Primer | 7-15 |
| Cowboy Sam and Shorty | Grade 1 | 7-15 |
| Cowboy Sam and Freddy | Grade 1 | 7-15 |
| Cowboy Sam and the Fair | Grade 2 | 7-18 |
| Cowboy Sam and the Rodeo | Grade 2 | 7-18 |
| Cowboy Sam and the Indians | Grade 3 | 7-18 |
| Cowboy Sam and the Rustlers | Grade 3 | 7-18 |

Benefic Press -- Dan Frontier Series -- William J. Hurley, 1960

| | | |
|---|---|---|
| Dan Frontier | Pre-Primer | 7-13 |
| Dan Frontier Goes Hunting | Primer | 7-13 |
| Dan Frontier With the Indians | Grade 1 | 7-15 |
| Dan Frontier and the Wagon Train | Grade 2 | 7-15 |
| Dan Frontier, Sheriff | Grade 3 | 7-15 |

Benefic Press -- Pioneer Family Adventure -- Irene Estep, 1960

| | Reading Level | Interest Level |
|---|---|---|
| Pioneer Buckaroo | Grade 4 | 9-18 |
| Pioneer Engineer | Grade 4 | 9-18 |
| Pioneer Pilgrim | Grade 4 | 9-18 |
| Pioneer Sodbuster | Grade 4 | 9-18 |
| Pioneer Tenderfoot | Grade 4 | 9-18 |

Benefic Press -- Tommy O'Toole Books -- Anna D. Cordts, 1960

| | | |
|---|---|---|
| Tommy O'Toole and Larry | Grade 1 | 7-13 |
| Tommy O'Toole at the Fair | Grade 2 | 7-13 |
| Tommy O'Toole and the Forest Fire | Grade 3 | 7-13 |

Garrard Press -- Dolch Basic Vocabulary Series -- Edward Dolch, 1960

| | | |
|---|---|---|
| Animal Stories | Grade 2 | 7-18 |
| Bear Stories | Grade 2 | 7-18 |
| Circus Stories | Grade 2 | 7-18 |
| Dog Stories | Grade 2 | 7-18 |
| Elephant Stories | Grade 2 | 7-18 |
| Folk Stories | Grade 2 | 7-18 |
| Horse Stories | Grade 2 | 7-18 |
| Lion and Tiger Stories | Grade 2 | 7-18 |
| Tepee Stories | Grade 2 | 7-18 |
| "Why" Stories | Grade 2 | 7-18 |

Garrard Press -- Dolch Folklore of the World Books -- Edward Dolch, 1960

| | | |
|---|---|---|
| Stories From Hawaii | Grade 3 | 9-18 |
| Stories From Mexico | Grade 3 | 9-18 |

Garrard Press -- Dolch Pleasure Reading Books -- Edward Dolch, 1960

| | | |
|---|---|---|
| Aesop's Stories | Grade 4 | 9-18 |
| Andersen Stories | Grade 4 | 9-18 |
| Fairy Stories | Grade 4 | 9-18 |
| Famous Stories | Grade 4 | 9-18 |
| Robin Hood Stories | Grade 4 | 9-18 |
| Robinson Crusoe | Grade 4 | 9-18 |

Harr Wagner -- The Deep-Sea Adventure Series -- Coleman and others, 1960

| | | |
|---|---|---|
| The Sea Hunt | Grade 1 | 7-18 |
| Treasure Under the Sea | Grade 2 | 7-18 |
| Frogmen In Action | Grade 3 | 7-18 |
| The Pearl Divers | Grade 3 | 7-18 |
| Submarine Rescue | Grade 3 | 7-18 |

Harr Wagner -- The Jim Forest Readers -- John and Nancy Rambeau, 1960

| | | |
|---|---|---|
| Jim Forest and Ranger Don | Grade 1 | 7-15 |
| Jim Forest and Dead Man's Peak | Grade 2 | 7-15 |
| Jim Forest and the Bandits | Grade 2 | 7-15 |
| Jim Forest and the Flood | Grade 2 | 7-15 |
| Jim Forest and the Mystery Hunter | Grade 2 | 7-15 |
| Jim Forest and Lone Wolf Gulch | Grade 3 | 7-15 |

Reader's Digest Services, Inc. -- 1959

| | Reading Level | Interest Level |
|---|---|---|
| Reading Skill Builders | Grade 2-6 | 7-18 |

Science Research Associates, Inc. -- Parker, Don H., 1961

| | | |
|---|---|---|
| SRA Reading Laboratory 111a (Secondary Edition) | Grade 3-12 | |
| Student Record Books | Grade 3-12 | |

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JUNIOR SCIENCE BOOK OF MAGNETS.

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LET'S READ ABOUT REPTILES AND AMPHIBIANS.
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LET'S READ ABOUT SPACE TRAVEL.
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## Films

### Language arts

| | | | | |
|---|---|---|---|---|
| 2024 | Adventures of Huckleberry Finn | | 38 min. | IJS |
| 2001 | Alice in Wonderland | | 42 min. | PIJ |
| 1936 | Christmas Carol | | 10 min. | IJS |
| 2042 | Cow and the Sprite | (c) | 10 min. | PIJ |

| | | | | |
|---|---|---|---|---|
| 2064 | Do Words Ever Fool You | | 11 min. | IJ |
| 5835 | Fox and the Rooster | | 11 min. | PI |
| 2149 | Frog Princess | (c) | 6 min. | P |
| 2114 | Goldilocks and the Three Bears | (c) | 10 min. | PI |
| 2022 | Hansel and Gretel | | 10 min. | PI |
| 2002 | Heidi | | 48 min. | PIJ |
| 2084 | Improve Your Punctuation | | 12 min. | JS |
| 2085 | Improve Your Reading | | 12 min. | IJ |
| 2057 | It's Fun to Read Books | | 11 min. | IJ |
| 2043 | Jack and the Beanstalk | | 9 min. | PI |
| 2011 | Legend of the Pied Piper | (c) | 12 min. | PI |
| 2054 | Let's Pronounce Well | | 11 min. | IJ |
| 2135 | Make Way for Ducklings | (c) | 11 min. | PIJ |
| 3758 | Mark Twain and Tom Sawyer | | 11 min. | IJS |
| 2080 | Punctuation -- Mark Your Meaning | | 11 min. | I |
| 2158 | Puss In Boots | | 17 min. | PI |
| 2126 | Rumpelstiltskin | | 11 min. | P |
| 5775 | Shaggy, the Coyote | (c) | 11 min. | P |
| 2009 | Sleeping Beauty | | 10 min. | PI |
| 2079 | Spelling Is Easy | | 11 min. | I |
| 2150 | Stone Soup | (c) | 11 min. | PI |
| 2151 | Story About Ping | (c) | 10 min. | PI |
| 2156 | Three Wishes | (c) | 11 min. | PI |
| 2108 | Ugly Duckling | (c) | 11 min. | P |

Social studies

| | | | | |
|---|---|---|---|---|
| 1231 | Abraham Lincoln | | 18 min. | JS |
| 1182 | Abraham Lincoln's Youth | (c) | 18 min. | IJS |
| 3470 | Adventures of Chico | | 60 min. | IJS |

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|---|---|---|---|---|
| 6201 | Airplanes and How They Fly | | 10 min. | JS |
| 1802 | Airplane Trip | | 12 min. | PI |
| 1307 | Allen Is My Brother | | 11 min. | PIJS |
| 3359 | America the Beautiful | (c) | 24 min. | IJS |
| 5927 | Animals of the Zoo | | 12 min. | PI |
| 2425 | Animules | (c) | 11 min. | PIJ |
| 1766 | Appreciating Our Parents | | 11 min. | PI |
| 1352 | Are Manners Important? | | 11 min. | IJ |
| 1311 | Beginning Responsibility: Being on Time | | 11 min. | PI |
| 1313 | Beginning Responsibility: Other People's Things | | 11 min. | P |
| 1202 | Benjamin Franklin | | 18 min. | JS |
| 1803 | Boat Trip | | 12 min. | PI |
| 1233 | Booker T. Washington | | 18 min. | JS |
| 2657 | Boyhood of George Washington | | 11 min. | PIJ |
| 7224 | Bread | | 12 min. | IJ |
| 1830 | Brotherhood of Man | (c) | 10 min. | IJS |
| 1481 | The Bully | | 11 min. | IJ |
| 1804 | Bus Driver | | 12 min. | PIJ |
| 5756 | Camel | (c) | 8 min. | PI |
| 2576 | Captain John Smith, Founder of Virginia | | 20 min. | JS |
| 5820 | Carnival at the Zoo | | 9 min. | PI |
| 6590 | Cheese and Cheese Making | (c) | 11 min. | JS |
| 5895 | Chimp on the Farm | | 10 min. | IJS |
| 5857 | Chimp the Fireman | | 7 min. | PIJ |
| 1710 | Christmas Customs Near and Far | | 13 min. | PIJA |
| 1884 | Christmas Rhapsody | (c) | 12 min. | PIJS |
| 1707 | Christmas Through the Ages | (c) | 14 min. | JS |
| 2308 | Circus Animals | | 12 min. | PI |

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|---|---|---|---|---|
| 2364 | Circus Days | (c) | 21 min. | PI |
| 23641 | Circus Show | | 17 min. | PI |
| 2348 | Circus Wakes Up | | 11 min. | PI |
| 1208 | Daniel Boone | | 19 min. | JS |
| 1700 | Day of Thanksgiving | | 15 min. | IJS |
| 1829 | Don't Be a Sucker | | 18 min. | IJSA |
| 1890 | Everyday Courtesy | | 11 min. | IJS |
| 6288 | First Flight of the Wright Brothers | | 25 min. | JS |
| 6283 | Freighter in Port | | 14 min. | IJ |
| 1219 | George Washington | | 19 min. | JS |
| 6165 | Great Circle | | 20 min. | IJS |
| 3402 | Greater New York (Living in a Metropolis) | | 22 min. | IJS |
| 1557 | Greenie | | 10 min. | IJ |
| 1842 | House I Live In | | 12 min. | IJS |
| 1747 | How Friendly Are You? | | 11 min. | IJ |
| 1886 | Johnny Learns His Manners | | 20 min. | PIJ |
| 2362 | Let's Go to the Circus | | 10 min. | PI |
| 2543 | Lincoln In the White House | (c) | 22 min. | IJS |
| 1999 | Littlest Angel | (c) | 16 min. | PIJS |
| 2110 | Little Tug That Tried | | 11 min. | PI |
| 6303 | Magic Highway, U. S. A. | (c) | 30 min. | JSA |
| 8628 | Making Shoes | | 11 min. | IJ |
| 1550 | Man -- One Family | | 17 min. | SA |
| 3318 | Mexican Children | | 12 min. | PIJS |
| 26581 | Midnight Ride of Paul Revere | | 11 min. | IJ |
| 6524 | Milk | | 12 min. | PI |
| 6528 | Milk Parade | | 12 min. | IJ |
| 1450 | Milwaukee In Pictures: You and Your Parks | | 13 min. | IJS |
| 1462 | Milwaukee In Pictures: Your City Grows | | 14 min. | IJS |

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|---|---|---|---|---|
| 1454 | Milwaukee In Pictures: Your City's Housekeeping | | 14 min. | IJS |
| 1461 | Milwaukee In Pictures: Your Firemen | | 14 min. | IJS |
| 1633 | Negro Soldier | | 40 min. | SA |
| 1913 | Night Before Christmas | | 11 min. | PIJ |
| 1509 | Our Community | | 10 min. | IJ |
| 1806 | Passenger Train | | 12 min. | PIJ |
| 6103 | Railroad at Work | | 27 min. | IJ |
| 1706 | Silent Night: Story of the Christmas Carol | (c) | 14 min. | IJS |
| 1838 | Story of Dr. Carver | | 11 min. | JS |
| 6133 | Story of Railroad Transportation | | 22 min. | IJSA |
| 6212 | Trucking | | 10 min. | PIJ |
| 2535 | United States | | 45 min. | IJ |

Science

| | | | | |
|---|---|---|---|---|
| 4632 | Amphibians | | 11 min. | IJS |
| 5882 | Ant City | | 12 min. | IJS |
| 4624 | Balanced Aquarium | (c) | 11 min. | PIJ |
| 5900 | Bee City | | 11 min. | IJ |
| 5731 | Bees and Their Habits | (c) | 11 min. | IJS |
| 5508 | Birds Are Interesting | (c) | 11 min. | P |
| 5934 | Butterflies | | 12 min. | IJS |
| 5031 | Earth | | 10 min. | PIJ |
| 4496 | Earth and Its Seasons | | 10 min. | IJ |
| 4495 | Earth's Rotation and Revolution | | 9 min. | IJ |
| 5384 | Electricity | | 10 min. | PI |
| 4795 | How Plants Help Us | | 11 min. | IJ |
| 4801 | How Trees Help Us | | 10 min. | PI |
| 5342 | Introduction to Electricity | | 11 min. | I |
| 5420 | Learning About Sound | | 9 min. | IJ |

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|---|---|---|---|---|
| 4772 | Leaves | | 12 min. | IJS |
| 5832 | Life In a Pond | (c) | 11 min. | IJS |
| 4781 | Life of a Plant | (c) | 12 min. | JS |
| 5391 | Looking at Sounds | | 10 min. | IJ |
| 5334 | Magnets | | 13 min. | IJ |
| 53341 | Magnets | | 10 min. | PI |
| 4476 | The Moon and How It Affects Us | (c) | 11 min. | IJ |
| 4480 | Our Mr. Sun | (c) | 60 min. | IJS |
| 5412 | Out of the Dark | | 15 min. | JS |
| 4800 | Plants Make Food | (c) | 11 min. | IJ |
| 5802 | Reptiles | (c) | 14 min. | JS |
| 4779 | Seasonal Changes in Trees | (c) | 12 min. | IJ |
| 4491 | Solar System | | 11 min. | IJ |
| 3395 | Spring Comes to Wisconsin | (c) | 24 min. | IJS |
| 4475 | Sun and How It Affects Us | (c) | 11 min. | IJ |
| 4492 | Sun's Family | | 11 min. | IJ |
| 4487 | This Is the Moon | | 10 min. | IJ |
| 4478 | Trip to the Moon | | 10 min. | IJ |
| 5030 | Weather | | 10 min. | PI |
| 4499 | What Makes Day and Night? | | 9 min. | I |
| 5004 | What Makes Rain? | | 10 min. | I |
| 4488 | What Time Is It? | (c) | 10 min. | P |

Health and Safety

| | | | | |
|---|---|---|---|---|
| 7739 | Bicycle Safety | | 11 min. | IJS |
| 7550 | Care of the Skin | | 12 min. | PI |
| 1959 | Dangerous Stranger | | 10 min. | PIJ |
| 7806 | Drive Your Bike | | 10 min. | IJ |
| 7791 | Fire Exit Drill at School | | 11 min. | PIJ |

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|---|---|---|---|---|
| 7743 | Fire: Patty Learns What to Do | (c) | 16 min. | PI |
| 7620 | Good Eating Habits | | 11 min. | PI |
| 7794 | How to Call the Fire Department | | 5 min. | IJS |
| 7876 | I'm No Fool As a Pedestrian | (c) | 9 min. | PIJS |
| 7820 | I'm No Fool With Fire | (c) | 8 min. | PI |
| 7690 | Keeping Clean and Neat | | 11 min. | IJS |
| 7724 | Let's Play Safe | | 10 min. | PI |
| 7759 | Let's Stop and Go Safely | | 19 min. | PI |
| 7832 | Lucky You | (c) | 17 min. | P |
| 7796 | Milwaukee: Birthplace of Safety | | 20 min. | PIJ |
| 7715 | Playground Safety | (c) | 12 min. | PI |
| 7784 | Play Safely | | 10 min. | PI |
| 7810 | Primary Safety: In the School Building | | 10 min. | PI |
| 7725 | Safe Living at School | | 12 min. | IJS |
| 7780 | Safety in Winter | | 10 min. | P |
| 7788 | Safety on the Playground | | 15 min. | PI |
| 7765 | Safety on the Street | (c) | 10 min. | I |
| 7714 | Safety To and From School | | 10 min. | PIJ |
| 7729 | Safest Way | | 19 min. | P |
| 7618 | See Better: Healthy Eyes | | 11 min. | IJ |
| 7565 | Sleep for Health | | 11 min. | I |
| 7778 | Street Safety Is Your Problem | | 10 min. | IJ |
| 7517 | Teeth | | 12 min. | IJS |
| 7795 | What To Do Until the Fire Department Arrives | | 6 min. | IJS |
| 7500 | Your Teeth | | 12 min. | IJS |

Mathematics

| | | | |
|---|---|---|---|
| 4529 | Adding and Subtracting | 10 min. | I |
| 4508 | Language of Graphs | 16 min. | JS |

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|---|---|---|---|
| 4525 | We Discover Fractions | 10 min. | IJ |
| 4524 | What is Four? | 15 min. | P |

Music appreciation

| | | | |
|---|---|---|---|
| 9319 | Swan Lake Ballet | 10 min. | JSA |
| 9347 | Toscanini: Hymn of the Nations | 28 min. | JSA |
| 9385 | Tschaikowsky's Nutcracker Suite | 16 min. | IJS |

## Instructional Supplies
(Supply Catalog numbers precede the items)

General

| | |
|---|---|
| 1395 | Adhesive Material (wall tacking) |
| 3587 | Broom, 10" |
| 4387-02 | Brushes, paste, 3/8", short handle |
| 1425 | Card file, 4" x 6" |
| 3655 | Chart holder |
| 3135-01 | Chipboard, 9" x 12" |
| 1487 | Class record book |
| 1222 | Crayons, blackboard, assorted colors |
| 1105-02 | Dustpan |
| 1434 | File guides, 4" x 6" |
| 6060 | Flannel, dark gray |
| 3080-01 | Flannel board |
| 1359 | Marker, magic |
| 1501-15 | Paper cutter, 12" |
| 3183 | Paper, duplicator master sheets, fluid type, 8½" x 11" (1 ream) |
| 1421 | Pointer |
| 1394-02 | Reinforcements, gummed, 1/4" hole |
| 1394-03 | Reinforcements, gummed, 3/8" hole |
| 1387 | Rings, 2" swivel |

| | |
|---|---|
| 5413 | Scissors, semi-pointed, 5½" |
| 1418 | Stapler |
| 1400 | Staples |
| Draftman's tape | |
| Oil cloth | |
| Primary pencils | |
| Pupil pictures | |
| Scotch tape | |
| Stop watch (Security) | |
| Tape for tape recorder | |

Arithmetic

| | |
|---|---|
| 3624 | Calendar pads, 1-1/2" x 1-3/4" |
| 3581 | Clock dial |
| 1477 | Compass, blackboard |
| 3612 | Ideal plastic beads |
| 3646 | Milk bottle caps, plain |
| 3608 | Pegboards |
| 3606 | Pegs, long, colored, round |
| 1385 | Rulers, 12" common |
| 1385-02 | Rulers, 15" metal edge |
| 1384 | Rulers, yardstick |
| 6093 | Shoe strings, 36" round |
| 3595 | Slats, plain, 10" weaving |
| 3545 | Toy money, assorted |
| 3002 | Counting frame (Fond du Lac School Supply Company) |
| 233 | Round-Up (Found du Lac School Supply Company) |

Abacus (The Judy Company)

Arithmetic Facts Puzzles (Holbrook)

- Addition facts
- Subtraction facts
- Multiplication facts
- Division facts

Checker board and checkers

Everybody Show Cards

Flash cards

- Self-Teaching Flash Cards, Addition
- Self-Teaching Flash Cards, Subtraction
- Teacher-made multiplication and division flash cards

Mechanical counter

Paper milk cartons, 1/2 gallon, quart, pint, 1/2 pint

Paper plates

Popsicle sticks

Pupil's Multiplication and Division Kit (Ideal Supply Company)

Number line

Scales (Fond du Lac School Supply Company)

Straws

Thermometer (Fond du Lac School Supply Company)

Towels

Games

Numberland Special (Fond du Lac School Supply Company)

Old Woman In a Shoe (Fond du Lac School Supply Company)

Parking Lot (Fond du Lac School Supply Company)

Art

| | |
|---|---|
| 4428 | Art colors, assorted |
| 5039 | Beeswax |
| 4407-01 | Brushes, paint, flat, 1" wide |
| 4410-01 | Brushes, paint, flat, 2" wide |
| 4388 | Brushes, water color #7 |

| | |
|---|---|
| 3589-01 | Clay, modeling, moist |
| 230 | Clay container, plastic pail, 16 gallon |
| 231 | Clay container, cover |
| 1209 | Crayons, wax, assorted, primary |
| 1209-01 | Crayons, wax, black, primary |
| 3654 | Easel, wooden |
| 4365-01 | Glue |
| 4448 | Paint, casein, all colors |
| 3037 | Paper, cover, 9" x 12", assorted colors |
| 3045 | Paper, cover, 12" x 18", gray, black, red, yellow |
| 3041 | Paper, cover, 12" x 18", assorted colors |
| 3112-01 | Paper, drawing, 9" x 12", cream manila |
| 3112-02 | Paper, drawing, 12" x 18", cream manila |
| 3051 | Paper tape, gummed, colored |
| 4420 | Showcard paint, all colors |
| 4303-03 | Varnish |

Aluminum pie containers
Buttermilk
Christmas cards
Color charts
Finger paint paper
Inner tube (rubber)
Muslin, unbleached
Newspaper
Paste
Starch (liquid prepared)
Wall paper paste
Wall paper samples
Wood blocks, 4" x 4"
Wrapping paper, long

Language arts

| | |
|---|---|
| 1450 | Cards, white, plain, 3" x 5" |
| 1453-01 | Cards, white, plain, 4" x 6" |
| 3137-01 | Newsprint paper, 9" x 12" |
| 3137-03 | Newsprint paper, 18" x 24" |
| 3137-05 | Newsprint paper, 24" x 36" |

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|---|---|
| 3140-12 | Paper, penmanship, grades 1 and 2 |
| 3140-34 | Paper, penmanship, grades 3 and 4 |
| 3550 | Printing set, letters and numbers |
| 3550-01 | Printing set, pictures and words |
| 3133-01 | Tagboard, 9" x 12" |
| 2352-01 | Writing perception cards, cursive and printed |

Games

Alphabet Picture Flash Cards (Fond du Lac School Supply Company)

Dial n' Spell (Fond du Lac School Supply Company)

Ginn Reading Chart

Initial and Final Consonant Chart (Fond du Lac School Supply Company)

It's Fun to Write (Fond du Lac School Supply Company)

Jig Saw Puzzles (The Judy Company)

Airplane
Circus
Farm
Jet
Tugboat

Reading Readiness Chart (Fond du Lac School Supply Company)

See and Say Consonant Game (Fond du Lac School Supply Company)
See and Say Vowel Game

Word Builders

Tape (sound recording)

1699

Science

| | |
|---|---|
| 3613 | Aquarium, 3-gallon |
| 2802 | Aquarium, dip net |
| 5212 | Magnets |
| 3583 | Reading glass |

Hamsters

Terrarium with Salamander and plants

Outdoor specimens

- Honeycomb
- Marsh plants
- Pine cones
- Pine trees
- Tree sections

Social studies

Globe -- The World

Kindergarten play wheel

Large mounted maps of

- North America
- United States
- Wisconsin
- The World

Puzzle -- United States

Puzzles (The Judy Company)

- Bus #3
- Fire Engine #6
- School Safety #12
- Train #1
- Zoo #11

Road maps of Milwaukee and Wisconsin from a service station

2/13/62
F

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa